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| **English 110 Composition 1** | | |
| **Time Allotment 50**  **(Minutes)** | **Lesson Phase** | **Details** |
| **5** | **Introduction**  Set a purpose. Introduce the topic with a grabber and information to get students thinking. Make the learning relevant. | ePortfolio submission instruction will be conducted today in the Writing/ePortfolio Studio’s language lab. |
| **5–10** | **Foundation**  Check on previous learning. Clarify key points of the coming lesson, including standards, goals, and objectives, building background knowledge and key vocabulary. | **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  Student technicians in Writing/ePortfolio Studio will provide complete directions for uploading ePortfolios into the related tool in Blackboard. |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | On individual computers, students will follow the instructions of the technicians and simulate the submission process. Students will receive instructions on color of background and fonts for clarity of reading. |
| **10–15** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | Teacher will assist technician during class to ensure that students are able to follow the directions of the technician. |
| **5–10** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | (cont.) |
| **5–10** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | (cont.) |
| **10** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | (cont.) |
| **5** | **Closure**  Connect the lesson details together. Answer questions and respond to wholeclass difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |